**ED 410, ED 415, ED 420, ED 430, ED 440, & SE 456**

**COURSE SYLLABI**

**Fall 2015**

Department of Education, Washburn University

Instructor Information:

**Dr. Denise E. Salsbury**

CA #205

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*Office hours: A half hour before/after seminars and by appointment.*

University Supervisors:

**Education Department Supervisors:** Dr. Frank Ybarra, Mrs. Vicki Long, Mr. Roger Dirks, Mrs. Jane Hennes, Mrs. Gina Dahlstrand, Mrs. Jeanne Bronoski, Mrs. Camille Fried.

**Other Department Supervisors:** Dr. Cathy Hunt (Music), Dr. Rachel Goossen (History), Dr. Danny Wade (English), Mrs. Lynda Miller (Art), Dr. Margie Miller (Kinesiology).

Course Materials (required):

1. Handbook, documents, and other materials:
   1. *Find electronic copies of documents (TBA) on the Washburn Education Department Reflective Educator Wiki*.
2. Access to Desire2Learn [D2L] through the Washburn server.
   1. Use your email account through MyWashburn and D2L to communicate with Dr. Salsbury & Mrs. Lutz, find the course syllabi, find the ED 400 Course Schedule, and to turn in assignments.
3. Alternative email account:
   1. If necessary an alternative location to send photographs, non-assignment information is to [field.experiences@washburn.edu](mailto:field.experiences@washburn.edu)
4. Dr. Salsbury email account:
   1. Send questions that *require an immediate response* to this email account [denise.salsbury@washburn.edu](mailto:denise.salsbury@washburn.edu) or call her cell phone number!

Course Catalogue Description/s for ED 410, ED 415, ED 420, ED 430, ED 440, & SE 456:

*[Corrections and updates have been made in this catalogue description (1/4/2015).]*

The professional semester provides mentor-directed and supervised teaching of content by Teacher Candidates in educational settings of K-6 grade levels (ED 420), 5th-8th grade levels (ED 415), 6-12 grade levels (ED 410), PreK-3rd grade levels (ED 430), PreK-12 grade levels (ED 440), and PreK-12 special education classroom (SE 456). Secondary education and licensure-only Teacher Candidates are placed in the authentic field experience for 18 weeks. Teacher Candidates who are enrolled in ED 415, ED 420, ED 430, ED 440, and SE 456 are placed in two 8-week authentic field experiences during the semester.

Student Teaching Course Objectives for ED 410, ED 415, ED 420, ED 430, ED 440, & SE 456: Teacher Candidates will …

1. Synthesize understanding of student learning, pedagogy, curriculum, classroom management, and schools by providing evidence that the needs of diverse learners have been met.
2. Demonstrate evidence of abilities to understand curriculum then professionally plan, implement, and assess to meet all learners’ needs.
3. Demonstrate the ability to integrate educational theory and best practice within an authentic learning environment.
4. Demonstrate a variety of ways to deliver instruction, including a variety of technology, which meets the learning needs of all learners.
5. Reflect professionally upon their interaction with diverse learners, curriculum, pedagogy, peers, faculty members, and parents throughout the student teaching field experiences and project reflections into future teaching experiences.
6. Reflect professionally upon the interpersonal dynamics of the school and their own impact on the students’ learning.
7. Demonstrate growth as an educator *by achieving target and/or advanced professional dispositional and summative evaluations in all criterion at least* halfway through a student teaching placement.

Diversity Proficiencies:

The WU Department of Education promotes consideration of diversity in all aspects of teaching as suggested by a modified version of Bank’s *Model of Multicultural Education*:

1 = Knowledge Construction-understand that implicit cultural assumptions within a discipline influence the ways that

knowledge is constructed within.

2 = Content Integration-include examples and content from a variety of cultures and groups to illustrate key concepts,

principles, generalizations, and theories in subject matter.

3 = Prejudice Reduction-aware of the possibilities for modifying offensive racial attitudes through education.

4 = Equitable Pedagogy-understand the need for matching teaching styles to students’ learning styles in order to facilitate

academic achievement of students from diverse racial, cultural, and social class backgrounds.

5 = Empowering School Culture-understand the importance of examining group and labeling practices, sports participation

and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating

a school culture that empowers students from all groups.

Course Purpose: CONCEPTUAL FRAMEWORK--DIMENSIONS OF REFLECTION

The WU Department of Education established the Conceptual Framework to provide professional goals to educate reflective educators. This course supports development of reflective educators through authentic field experiences and seminar sessions that that allow students to engage in:

* **Reflection on self as an emerging, developing, and maturing professional**—through course readings, discussions, writings, and assignments that provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
* **Reflection on the context of teaching and learning**—by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practice and behavior management approaches to promote increased academic learning by children within a variety of contexts.
* **Reflection on content**—through course readings, class discussions, and a variety of other methods which provide opportunities to learn fundamental knowledge, methods of inquiry and investigations, important questions, and issues appropriate for the various academic disciplines to foster meaningful learning.
* **Reflection on student differences/diversity**—through class readings, assignments, and discussions provide opportunities for students to examine the developmental, social, and cultural characteristics that students bring to school.
* **Reflection on methods and materials**—through class discussions, readings, assignments, and field experiences provide students opportunities to become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
* **Reflection on assessment as a process of change**—through assignments, class discussions, and observations provide opportunities for students to explore the benefits of various assessment models and when they can be utilized to effectively as a process to aid children’s learning and determine the impact of assessment on modifying instruction to meet the learning and performance needs of the learner.

ED 410, ED 415, ED 420, ED 430, ED 440, & SE 456 Course Requirements:

*Completion of all assignments* mentioned in syllabus as well as additional requirements and professional interactions with Mentor Teacher/s [MT], University Supervisor/s [US], and ED 400 Course Instructor/s is expected for receiving a “Passing” grade in the professional course/s. **As part of these expectations, you must receive ratings of ‘target’ and/or ‘advanced’ in the final evaluations (*Summary Rating Evaluation & Dispositions Evaluation*) by the middle of a placement.** For example, if a Teacher Candidate is in an 8-week placement then ratings of ‘target’ and/or ‘advanced’ should be received by the end of Week 4 or beginning of Week 5. Or, if a Teacher Candidate is in an 18-week placement then ratings of ‘target’ and/or ‘advanced’ should be received by the end of Week 8 (or before).

**NOTE:** If a score of 75% or higher is not achieved on the second attempt of the KPTP then the Teacher Candidate must meet with the Washburn Department of Education Chair and Director of Student Field Experiences to discuss options which may include retaking all courses associated with the professional semester.

Specific assignments are listed below:

🡪**Attendance** (i.e., classroom, professional development/inservice days, parent-teacher conferences, meetings w/supervisor,) and

**Participation** (i.e., prepared/varied materials/responsible/professional dispositions, & *extra events TBA*+) ………………..… 20%

🡪**Weekly Reflections** (Daily/weekly journals, logs, goals & anyother University Supervisor assignments) ................... 20%

🡪**ST Evaluation Forms** (from MT & US after each placement, and at mid-term) ……………………………………. 10%

🡪**Professional Documents** updated (KBI, TB test results, Dispositions Self-Evaluation) ..……….…………………….….… 5%

🡪**Formal Lesson Plans** & Evaluations (4 per 8-weeks; for observations by Mentor Teacher & University Supervisor) ….……. 20%

🡪**Unit Plan #1** (created the first 8 weeks of the semester for KPTP; submit to ePortfolio & D2L) ……………….….… 10%

🡪**Unit Plan #2** (created the second 8 weeks of the semester; submit to D2L drop box) ..….…………………….….… 10%

🡪 **Photographs** of Teacher Candidate & Mentor Teacher/s (1 per placement) ………………………………………… 5%

**Attendance & Participation**: (20%)

Attendance in ED 400 seminars is separate from attendance in the student teaching field experience in the school/s.

ATTENDANCE—*Student Teaching Field Experiences*:

* Points are awards for attendance as well as participation *for each day you are in a school for the student teaching field experience*. It is assumed that if you are in attendance you will participate in discussions and activities with your Mentor Teacher and students, other faculty, and during visits from your University Supervisor; *this includes any professional development days, staff work days, inservice days, or parent/teacher conferences held before and after the WU semester begins*. Attendance is an important element of the student teaching field experience, and you should treat it as you would any job position. Demonstrate your professionalism at all times by being punctual and responsible.
* You are *only allowed one (1) excused absence* from the student teaching field experience and must provide official documentation to the Director of Student Field Experience (and ED 400 instructor) from a physician or other source as evidence of the absence. **Notify your Mentor Teacher, University Supervisor, and the ED 400 Instructor immediately if you are unable to go to the school for any reason!!** Send emails and make phone calls to explain your absences. Remember YOU are responsible for the students, their learning, and their wellness in the classroom, so expect to provide plans for substitute teachers or the Mentor Teacher if you must be absent from the school day.
* If you must be absent due to an emergency or illness, provide professional documentation to the Director of Student Field Experience (and ED 400 instructor) for those absences to be excused; if there are any unexcused absences points may be deducted which may impact whether or not you receive a passing rating for the student teaching course. Since there may be extenuating circumstances and a variety of reasons for absences,***it is critical you communicate with the Director of Student Field Experience (and ED 400 instructor) regarding any absences whether from the classroom and school.*** Your University Supervisor will also provide information on your absences to the Director of Student Field Experience (and ED 400 instructor).
* *Student Teaching Field Experience*: Refer to *The Student Teacher Handbook*, for information about field experience absences, which states:

“As practice for the teaching profession, the Student Teacher is allowed **one (1) unexcused absence** during the student teaching field experience. If the Student Teacher has more than two absences during the student teaching experience those extra days must be made up at the end of the semester. When extra days must be allotted into the placements, a juggling of placement dates must occur with the help of the Director of Student Field Experiences. ―Make-up time will be mutually agreeable and determined by collaboration between the Mentor Teacher, Student Teacher, and Director of Student Field Experiences.” (*The Student Teacher Handbook*, 2013, p. 24\*)

*\*Student Teacher Handbook is under revision at this time. You will be informed when the handbook is available online.*

PARTICIPATION—*Student Teaching Field Experiences:*

* Points are awards for attendance as well as participation *for each day you are in a school for the student teaching field experience*. It is assumed that if you are in attendance you will participate in discussions and activities with your Mentor Teacher and students, other faculty, and during visits from your University Supervisor; *this includes any professional development days, staff work days, inservice days, or parent/teacher conferences held before and after the WU semester begins*. Participation is an important aspect of the student teaching field experience, and you should treat it as you would any job position. Demonstrate your professionalism at all times by showing respectful attitudes and conduct to your Mentor Teacher, students, and others you communicate with when in the field experience/s.
* Assignments completed during the student teaching field experience/s are to promote your growth as an educator by providing opportunities for planning and implementing instruction, attempting new teaching strategies, and exploring classroom management techniques. Some assignments completed outside seminars may be considered participation if they relate to preparation/practice (TBA).
* **It is expected that your behavior at all times will exhibit professional dispositions through your conduct and attitudes.** You will be self-evaluating your dispositions throughout the semester, and your University Supervisor and Mentor Teacher will also monitor your dispositions throughout each placement. You are expected to receive a rating of ‘target’ and/or ‘advanced’ by week 4 of an 8-week placement; If you are in an 18-week placement, then your dispositions should receive a rating of ‘target’ and/or ‘advanced’ by week 8 or before. *If you have not received a ‘target’ rating in dispositions or on the Summary Evaluation Form by these dates, then reevaluation of your readiness for student teaching will occur during a conference with the Washburn Department of Education Chair and the Director of Student Field Experiences.* Your goal should be to show growth from the beginning of a field experience to the midway point of the placement.
* *You are expected to respond to email and phone messages promptly* whether they are from the ED 400/405 Instructors, University Supervisor, Mentor Teacher, or other professionals. Take time to ensure your phone message is appropriate for professionals to hear, that your Facebook (or other social network) account is professionally presented, and that any other communications viewed by professionals are appropriate and professional.
* A segment of each seminar will be devoted to a classroom management topic to provide additional information and resources to reinforce what you are learning in ED 405.
* Speakers will visit the ED 400 seminars throughout the semester to provide you valuable information. You are encouraged to ask appropriate, professional questions that pertain to the presentation topics.

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**Professional Dispositions**

**of Attitudes and Conduct**

The Teacher Candidate:

1. is inner directed, reflective, and optimistic about the influence of education on all students.
2. views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. supports policies and practices that promote student safety, development and welfare.
5. is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.
9. values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.
10. exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.

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**Evaluation of the Teacher Candidate:** 10%

Evaluation of the Teacher Candidate during the professional semester is completed by the Mentor Teacher and University Supervisor during each placement. Both the MT and US will formally observe the Teacher Candidate [TC] teach lessons twice within an 8-week period of time. To evaluate the successful implementation of instructional and management skills, the MT and US will observe different lesson plans (see more information under Formal Lesson Plans section) using the Formal Observation Form. The MT and US should then meet with the TC to discuss what progress was demonstrated and which improvements should be made for the next observation/s.

Throughout the student teaching field experience the MT and US will evaluate the growth shown by the TC using two documents: the Summary Evaluation Form and the Dispositions Form. If the Teacher Candidate has only one placement, then the MT and US will complete midterm evaluation. All documents may be found on the Washburn Department of Education’s Reflective Educator Wiki at <http://reflective-educator.wikispaces.com/Information+for+Mentor+Teachers+and+University+Supervisors>.

All professional semester courses (ED 410, ED 415, ED 420, ED 430, ED 440, & SE 456) are graded as Pass/Fail. Teacher Candidates must receive ratings of ‘target’ or ‘advanced’ by mid-placement to be considered as “showing growth” during the student teaching field experience. If a TC is not receiving the required ratings within the required time period, then a conference will be held as soon as possible to discuss options for the TC; the conference will consist of the TC, Director of Student Field Experiences, and the Washburn Department of Education Chair.

* **Note:** You must pass all courses connected to the student teaching semester. Relationships of the courses’ assignments and expectations enable learning to scaffold throughout student teaching. If you do not receive a “C” or better letter grade in ED 400 or fail a student teaching course, then the entire group of professional courses must be retaken with the next academic year.

*The Professional Semester of student teaching field experiences addresses the Professional Education Standards 1-13.*

**Standard #1—**

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structure of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

**Standard #2—**

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides learning opportunities that support this development.

**Standard #3—**

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

**Standard #4—**

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

**Standard #5—**

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard #6—**

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard #7—**

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

**Standard #8—**

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

**Standard #9—**

The educator is a reflective practitioner who continually evaluate the effects of his or her choices and actions on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

**Standard #10—**

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students’ learning and well-being.

**Standard #11—**

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students’ abilities to understand relationships between subject areas.

**Standard #12—**

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students effectively use instructional technology.

**Standard #13—**

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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**Weekly Reflections:** (20%) [assigned by University Supervisors]

University Supervisors [US] expect Student Teachers to reflect daily on a weekly basis on field experiences. Criteria and modes of the reflections will be provided by your University Supervisor. Due days and times for submitting reflections will be determined by the US. You will be required to submit *the weekly reflections on a form* electronically to your supervisor’s email account AND to your drop box in D2L. The daily reflections will be read by the US who will provide feedback to you and by the ED 400 Instructor. Points will be awarded to journals by the US or the ED 400 Instructor as to whether or not journals are submitted on time each week. Your weekly reflections may be read by the Director of Student Field Experiences/ED 400 Instructor upon request to ensure you are submitting them on the assigned date and to monitor if you require any assistance during the student teaching field experience. No one else will have access to your field experience reflections.

The Weekly Reflections contain two parts:

* + Part I: *A weekly journal of reflections* describing each day of his/her student teaching experience. In this journal, Teacher Candidates may address problems or concerns that they would like some feedback on, or share some insight into themselves, children, or the educational process. Only the Teacher Candidate, University Supervisor, and ED 400 Instructor will have access to these reflections. Other criteria for the reflections will be provided by your University Supervisor.
  + Part II: A *communication log* consists of the contacts the Teacher Candidate may have with other individuals besides the Mentor Teacher. In the Log information should be recorded of any communications with various people in or outside the school building when gathering resources and information for planning or managing the classroom. Examples of ‘other individuals’ include other faculty members, resource teachers, clerical staff, librarian, and custodian in the school building and you could contact people from the community to speak on special topics in the classroom. During the days of planning and implementing Unit Plan, focus log entries on those communications related to the unit, so you can refer to them later within the KPTP.

***At the end of each week, Teacher Candidate reflections/ journals should be turned in to their University Supervisor through e-mail on the date assigned by your US.***

Whenever possible, you are expected to include elements of *Dimensions of Reflection* in your journal entries since the dimensions include professional terms you should learn. Remember the Washburn Department of Education established the Conceptual Framework for reflecting on professional goals to educate reflective educators early in your education program, and you will need skills in reflection once you have your own classroom to meet district and state expectations. To help you practice reflective skills, it is recommended that you include elements of *Dimensions of Reflection* and *Banks Multicultural Characteristics* in your journal entries. This course supports development of reflective educators through authentic field experiences and seminar session such as student teaching. (See *Dimensions of Reflection* list on the second page of this syllabus.)

**Professional Documents**: (10%)

Before the professional semester of student teaching begins, your professional information must be updated. Place copies of the documents in the D2L drop boxes as soon as possible. Provide current copies of the following documents:

1. KBI background check;
2. TB test results;
3. Dispositions Self-Evaluation;
4. Physical examination [if required by school district];
5. CPR training [if required by school district].

**Formal Lesson Plans:** (20%)

Provide a total of 8 Formal Lesson Plans for the formal observations to be conducted by your Mentor Teacher and University Supervisor (2 lessons will be observed by the MT and 2 by the US per 8-week placement). Both the MT and US should observe a minimum of 2 lessons per placement, then meet with you to provide feedback on the implementation of the lesson/s. Your MT should not formally observe the lesson plan observed formally by your US, and visa versa. You are expected to use the provided Lesson Plan Template to write the formal lesson plans to be observed by both the Mentor Teacher and the University Supervisor.

*A Lesson Plan Template will be provided to you by the ED 400 Instructor, and it can be found in D2L.* Each time there is scheduled a formal observation Student Teachers are expected to provide a complete Lesson Plan to the MT and US at least 2 days before teaching the lesson. If a complete Lesson Plan, using the Lesson Plan Outline, is not submitted to the MT or US at least 2 days before implementing the lesson, then the formal observation must be rescheduled. Neither the MT nor US should be expected to view a ST attempt to teach a lesson which has not be preplanned ahead of the scheduled time. Submit a copy of these lesson plans to your D2L drop box at the same time you email it to your MT or US.

**Unit Plans #1 & #2:** (10% + 10% = 20%)

Unit Plan #1 should be planned and implemented during the FIRST 8 weeks of the student teaching semester, and is the foundation of your KPTP assignment for ED 400. Collaborate with your MT about the curriculum focus of the unit plan, standards, use of materials, etc. Use the KPTP guidelines to help you plan the Unit, incorporate technology, and provide evidence that you will meet the learning needs of your students. Address questions about the KPTP Unit Plan to the ED 400 Instructor via email, by phone, and during ED 400 seminars. A copy of Unit Plan #1 should be submitted to your drop box on the date the KPTP is due. Also include a copy of Unit Plan #1 to Phase 3 of your ePortfolio.

Unit Plan #2 should be completed during the second 8 weeks of the student teaching semester; some of you will be in a different location, with another Mentor Teacher, and teaching a different grade level curriculum. The rationale for writing and implementing this Unit Plan is to make the most of this experience. For the experience you may want to give a pre- and post-test, yet another KPTP will not be assigned.

Create a Unit Plan on a grade-level appropriate topic; the Unit Plan should be standards-based and follow guidelines *from the outline template provided by the ED 400 Instructor*, as well as the curricular content and standards recommended by the Mentor Teacher and school district*. Submit the Unit Plan 2 to your drop box in D2L; label document appropriately as:* <yourlastnamefirstinitial—UnitPlan2.docx (or .pdf)> OR [for example: <SalsburyD—UnitPlan2.pdf>

**Photographs** of Teacher Candidate & Mentor Teacher/s: (10%)

Take a photo of yourself and each Mentor Teacher (in each placement) then email the photo to [field.experiences@washburn.edu](mailto:field.experiences@washburn.edu). If your US takes photos, check with the ED 400 Instructor that the photos have been received before May 1, 2015.

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**WASHBURN UNIVERSITY EXPECTATIONS AND INFORMATION—**

**UNIVERSITY ADDITIONS – COURSE SYLLABUS**

**Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

**Definition of a Credit Hour:**

For every credit hour awarded for an undergraduate course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

**Notice of Non-Discrimination/Safe Educational Environment:**

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pamela Foster, Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, 785.670.1509, [eodirector@washburn.edu](mailto:eodirector@washburn.edu).

**Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/copyright>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/academic-impropriety>.

**Student One Stop (S.O.S.):**

The Student One Stop is the place where students can take care of a range of matters related to admissions, financial aid, student records/registration, and student accounts. The S.O.S. incorporates the front office services of the Admissions Office, Business Office, Financial Aid and the Registrar in one convenient location. Stop in the Morgan Hall Welcome Center and visit with a University Service Advisor for assistance or give us call us at (785) 670-2162. You can also email us at [sos@washburn.edu](mailto:SSC@washburn.edu). More information can be found at www.washburn.edu/sos

**Student Health and Counseling Services (Located in Morgan Hall Room 140, 785-670-1470):**

**Student Health**

Student Health Services (SHS) provides support for students experiencing challenges with learning and adapting to university life. SHS offers urgent care for illness and injury; sports, school, and travel abroad physicals (including TB testing); well woman exams; STD and pregnancy testing; immunizations/vaccinations; and care of chronic illness. Services are provided by Board Certified Advanced Practice Registered Nurses (APRN) who collaborate with WU Student Counseling Services and physicians in the Topeka area. More information can be found at   
<http://www.washburn.edu/health>

**Counseling Services**

Licensed mental health professionals are available in the Counseling Services’ office for personal, academic, and mental health support. This is accomplished by providing a variety of counseling services as well as resources and referrals to students.   More information can be found at <http://www.washburn.edu/counseling>

**Student Services (Located in Morgan Hall Room 105, 785-670-1629):**

**Student Services - Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately. Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

**Student Services - Military Withdrawals:**

Students who are called to active duty and must withdraw from classes as a result should contact the Director of the Student Services Office, Morgan Hall, Room 105, phone 785-670-1629, or email [jeanne.kessler@washburn.edu](mailto:jeanne.kessler@washburn.edu).

Location: The Student Services Office, Morgan Hall, Room 105

Web: <http://www.washburn.edu/student-services>

Phone: 785-670-1629

E-Mail: student-services@washburn.edu

**Center for Student Success:**As a Washburn student, you may experience challenges with motivation, study habits, time or money management, balancing school/life, getting involved, or choosing a major and classes. The Center for Student Success (Office of Academic Advising, University Tutoring and Writing Center, First-Year Experience, and Prior Learning and Testing) is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource.  If you feel you need someone with whom to discuss an issue free of charge, contact the center at 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu), or visit Mabee Library, Room 201.

**Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the “Last Day” Deadlines web page at: <https://www2-prod.washburn.edu/self-service/coursedates.php> Depending on the timing of the request to withdraw from a course, students may be eligible for a full or partial refund. Information regarding tuition refunds is available at <http://www.washburn.edu/current-students/business-office/tuition-refunds.html> Please note: tuition refund amounts and deadlines are changing effective Fall 2014. In addition, depending on the timing of the request to withdraw from a course, students may be responsible for repaying all or a portion of their financial aid. **Students who do not attend their courses and fail to officially withdraw themselves will receive a grade of “F” and may also be required to repay all or a portion of their financial aid based on their non-attendance.** For further information, contact the Financial Aid Office at 785.670.1151 or e-mail financialaid@washburn.edu.

**Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information.  It may also be used by your instructors to provide specific course information.  If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>

2. Sign in

3. Click the **Gear** in the upper right

4. Choose **Options**

5. Select **Forward your email** from the list on the left

6. In the lower portion of the screen, **enter the email address** to which you want to forward all your email.

7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material

in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last **three** days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first **three** days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable.

The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.